ED 1.310/2:273274

JUN 2 7 1987

COMPLETED
9

ED273274

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ORIGINAL

Library and Information Science Education

by
Dr. Donald J. Senese
Assistant Secretary for Educational
Research and Improvement
U.S. Education Department

Libraries and Learning Society
Library and Information Science Education Seminar
The University of California - Berkeley
Berkeley, California

February 8, 1984

IR051590

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Donald J. Senese

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

(9)

BEST COPY AVAILABLE

DOCUMENT RESUME

ED 273 274 IR 051 590

AUTHOR Senese, Donald J.
TITLE Library and Information Science Education.
INSTITUTION Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 8 Feb 84
NOTE 9p.; Paper presented at the Library and Information Science Education Seminar (Berkeley, CA, February 8, 1984).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Improvement; *Information Science; Librarians; *Library Education; *Library Role; Library Services
IDENTIFIERS Higher Education Act Title II; *Libraries and the Learning Society; Library Research and Demonstration Program; Library Services and Construction Act; National Commission on Excellence in Education; *Nation at Risk (A); Office of Educational Research and Improvement; University of California Berkeley

ABSTRACT

Libraries will play a crucial role in meeting the goal of establishing the learning society mandated in "A Nation at Risk: The Imperative for Educational Reform," the report of the National Commission on Excellence in Education. The Office of Educational Research and Improvement (OERI) in the Department of Education administers several library programs and sponsors research which will contribute to the improvement of the nation's library system, including library and information science education. Such programs under the Higher Education Act include the Title II-A, College Library Resources Program; Title II-B, Library Career Training Program; Title II-C, Strengthening Research Library Resources Program, and the Library Research and Demonstration Program. It is crucial for library educators to attract and educate dynamic, scholarly librarians and information scientists who will contribute to the scheme for educational excellence by furthering the educational process in schools and in the community. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

II

BEST COPY AVAILABLE

Good evening.

I extend a welcome to all of you from Secretary of Education T.H. Bell and on behalf of the Office of Educational Research and Improvement. It is indeed a pleasure to welcome you to the Library Education Seminar for the "Libraries and the Learning Society" project. A busy agenda faces you, both this evening and tomorrow, so I will keep my remarks brief.

This seminar's theme is taken from A National at Risk: The Imperative for Educational Reform, the report of the National Commission on Excellence in Education. This report shocked many with its graphic description of an educational system in serious difficulty with a rising tide of mediocrity confronting our nation's schools. With change an everyday occurrence and a world grown more complex through technology, it challenges us to muster our resources and focus on the goal of establishing a Learning Society. Libraries have a crucial role to play in this process.

During my years as a student, college professor, and Capitol Hill legislative analyst, I came to appreciate good libraries, dedicated librarians, and efficient library services. I am pleased to note that the Office of Educational Research and Improvement in the Department of Education administers several library program which contribute to the improvement of the Nation's library system, including library and information science education.

The Library Services and Construction Act, enacted under the Eisenhower administration in 1956, has provided support to the growth and development of State and local public library services.

BEST COPY AVAILABLE

Under the Higher Education Act, the Title II-A, College Library Resources Program, has provided considerable support to academic libraries; the Title II-C Strengthening Research Libraries Program augments library collections, fosters resource sharing and bibliographic control, and encourages conservation of rare and irreplaceable materials.

Under Title II-B, the Library Career Training Program provides fellowship grants to most of the Nation's graduate library schools. These awards are primarily for the upward mobility of women and minorities at the advanced degree levels and for the recruitment of minorities and the economically disadvantaged at the professional entry level. The Title II-B program also has provided considerable support for important research and demonstration projects in order to investigate emerging problems in library service and information science, and to test new and innovative approaches to the delivery of library and information services. I am pleased to note that our host institution has been the recipient of fellowship grants over the years totaling almost $1.2 million in support of 50 Master's degree fellows and 90 Doctoral fellows, as well as numerous studies under the Library Research and Demonstration Program.

I would also like to mention some of the other work being done under the auspices of our Office and how it relates to the work that you are doing. As previously mentioned, one of our more important programs is the Library Research and Demonstration Program. Currently, under this program, several projects are underway which have particular significance and importance for library educators. Perhaps the most

BEST COPY AVAILABLE

noteworthy of these is the massive study being undertaken by King Research, Inc., of Rockville, Maryland, entitled "New Directions in Library and Information Science Education." This study focuses on the identification and description of competencies needed currently and in the next ten to twenty years by librarians and information scientists. I appreciate your contributions to this important study and all of us are looking forward to the final report which, I believe, will be still another valuable tool toward educating librarians for their roles in the achievement of a true "Learning Society."

Another important study being conducted under the Research and Development program is an analysis and historical review of past recipients of Title II-B fellowships, to determine the contributions made to the library and information science profession by many of 3,981 recipients of HEA II-B fellowships since 1966. We would guess that a goodly number of you here either received a fellowship or have a faculty member who received one. This study is being conducted by the Chairman of the Library and Information Science Department at St. John's University, Dr. Mildred Lowe. And yet another important study, with broader implications, is the work being done by Dr. Jose' Marie Griffiths and Dr. Roger Havelock of the King Research, Inc. on "Diffusion of Innovations in Libraries." This study seeks to identify innovations developed and adopted for use in libraries; to trace the development and distribution of the innovations; to develop a model for planned diffusion; and to recommend options for building a diffusion network for library and information science innovation.

BEST COPY AVAILABLE

A fourth study is "The Role of Libraries in Creating and Providing Viewtext Information Services" which will have both direct and indirect implications for library and information science education programs of study. Dr. Mary DeWeaver of Lawrence Johnson Associates is the principal investigator.

Finally, I would bring to your attention that this crucial series of seminars on Libraries and the Learning Society is being supported by the Library Research and Demonstration Program under Title II-B, and I need not reiterate the implications of the results for our nation's library system.

This leads me to the heart of my remarks to you here this evening. As William Ross Wallace once wrote,".....the hand that rocks the cradle is the hand that rules the world." In a sense, that observation applies dramatically to your small, but enormously important segment of the library community—library education. You are teachers and leaders of the library profession. Unless you produce the dedicated, enlightened, and dynamic librarians needed to operate the nation's libraries effectively, then the important role of libraries in undergoing the nation's education program and in helping to establish a true Learning Society will not come to reality. Without your imagination, forcefulness, and guidance, libraries and library services would occupy only a secondary role in the educational horizon. At the recent mid-winter conference of the Association for Library and Information Science Educators, many library educators in attendance heard a capsulization of the Hannigan paper for this seminar. We hope that you will accept the

BEST COPY AVAILABLE

paper as a challenge -- I hope you will continue your excellent work. We all need a challenge to bring us to our top level of performance. Despite your outstanding record in the past, I hope we can all strive harder to come up with new and innovative ideas for change and improvement.

The parent, the classroom teacher, the playground, the television set, -- each has the child for a few hours a week, but the library offers its services throughout life. We must use this lifetime potential to greater advantage as the Nation seeks to cure its educational ills. Library educators probably have the most vital role of all. You are all involved in education. You know that there are many things right with American education; we have the only educational system in the world, which undertakes to educate each individual to his or her fullest potential. Accepting this mission, we also realistically recognize that there are some areas needing much improvement. I am sure each of you has asked, "What part am I playing or <u>can</u> I play, in the rush to get the American educational system on the right track to excellence?"

Any administrator--whether of a school, college or university--needs to have the most capable persons managing, providing reference and reading guidance, and acquiring materials -- print and nonprint materials -- to meet both individual curricular interests and needs of students, teachers, scholars, professors, and community persons.

Parents may not have a library large enough to satisfy tastes of all members of the family. Nor as a student or teacher would I have such a library. So where do I go from here? "Easy," you say; "the

BEST COPY AVAILABLE

public and/or school library and perhaps the college or university library could assist". True, but what if there were no professional staff available? If this were so, the books and other materials were available, could I find the kinds of materials of the quality I want and need? Would they be easily accessible? Would help be forthcoming in advice and counsel?

As I pursued a academic career, I sought and received invaluable help from a number of librarians and information scientists who were not only skillful in locating documents and other materials, but who were also scholars in the true sense of the word. I have benefited from these services, performed always intelligently and willingly; I wish it were possible for all parents, teachers, students and administrators to be aware and to take advantage, as I did, of all that libraries offer.

You have a most important part in assuring that citizens have free and easy access to information contained in books and nonbook materials and receive whatever good counsel and guidance needed to use libraries to the individual user's best advantage. Your job of attracting and educating the kinds of librarians and information scientists that we need is a crucial one.

CONCLUDING REMARKS

This seminar is the third of five seminars being held to hear the views of the library community and others who are deeply, both indirectly and directly, involved and concerned with the role of libraries in education and in a true Learning Society, particularly

BEST COPY AVAILABLE

within the context of the findings and recommendations of A Nation at Risk. During your deliberations tomorrow you will be discussing, reacting, and perhaps developing a consensus as to how education for library and information science fits into the scheme for educational excellence. I look forward to hearing your recommendations; since you "rock the library cradle," should you not "rule the library world?" Tomorrow should be a day of lively discussion. Thank you.

BEST COPY AVAILABLE